Anecdotal Records & Summary of Development Child #1

Observe the child at a variety of times over a span of days and weeks. Observe for brief periods of time (5-10 minutes), to capture specific skills and interests of the child. (e.g. While dressing to go outside, Charlie refused help from the teacher in putting on his jacket. He intently worked at laying out the jacket on the floor in front of him, slipped both arms into the sleeves and flipped it over his head. He smiled broadly and said, “I did it!”) Gather 10-20 short observations, enough to place at least one anecdote (preferably 2-3) into each of the following developmental domains.

After gathering and organizing the anecdotes, analyze the child’s development as a whole. Complete the Summary of Development sheet for the child, synthesizing what you’ve learned about the child from your observations.

Child’s code name \_\_\_Landon\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(make up a first name for the child, do not use the child’s real name to protect confidentiality)

Child’s age in years and months (at the beginning)\_\_\_\_\_7 months\_\_\_\_\_\_\_

**Gross Motor Development**

* Landon was sitting on the floor with a boppy pillow around him which he ended up not using at all.
* Landon was on his belly having tummy time while it appeared he was having a difficult time keeping his head up, he put his hands out in front of him and pushed up off the ground for about 10 seconds.
* While Landon was sitting in the high chair, he started repeatedly to kick his legs off of the tray.

**Fine Motor Development**

* While Landon was sitting on the floor with toys lying around him, he picked up a teething ring and brought it into his mouth.
* Landon was sitting in the bouncer seat when a teacher came and put some toys into his lap. He felt down to try to grab one and held it up in the air.

**Cognitive Development**

* The teacher showed Landon how to shake the rattle, when she gave him the rattle; he shook it just like the teacher did.
* Landon was playing with a toy car as he kept hitting it over and over again on the floor, he then picked up a plush rabbit and started hitting that over and over again on the floor.
* While Landon’s teacher was feeding him a bottle he kept grabbing at her face, she would state what he was touching and after he touched her whole face, he then went over everything object on his own face.

**Language Development**

* When Landon got dropped off, his teacher kept saying, “Landon, Landon, Landon!!!” when he looked at her and got this huge smile of joy on his face.
* Landon was witting in the high chair eating his peas and rice when his teacher would have his spoon ready to go in his mouth, he would close down going “mmmmmm”
* When Landon’s teacher was a couple feet away changing a diaper, Landon started to whine because she wasn’t sitting by him. She then looked at him and started to talk to him tell him that she would be right there, he just looked at her and kept whining until she was sitting right next to him.

**Social Development**

* While Landon was having tummy time, another child was sitting right next to him. He started to look at her, then back at the floor, then look at her, then back at the floor as if he were playing peek-a-boo.
* While Landon was in the jumperoo another teacher came in to give Landon’s teacher a break, he looked at her as soon as she came into the classroom and started jumping up and down with a smile on his face.
* Landon was sitting in front of the mirror in the classroom, as he was playing with his toy, he would look up at himself, lean forward and put his head against the mirror, then move back and keep playing with his toy.

**Emotional Development**

* When Landon was sitting in the bouncy seat, his teacher was rocking another child to sleep. He started screaming and crying because he wanted to be rocked just like the other child was.
* Landon’s teacher was playing peek-a-boo with a plush turtle. She would put it behind her back, and say,”Where’d the turtle go?” when she would bring it back out the “turtle” would tickle his tummy and he would get a big smile on his face and start laughing. She kept doing this for about 2 minutes.

**Summary of Development Child #1**

Comment on what you’ve learned about this child in the following domains:

**Self:** Landon like all of the attention on himself. He doesn’t seem to want to share his teacher. When she is busy with another infant he likes to make it known that he is still there and wants to be played with.

**Feelings:** Landon has very strong feelings. When he his hungry, he makes it known. When he is tired, he makes it known. He likes being happy but when he is sad, he is very sad.

**Relating to others:** It seems as if Landon is doing a great job relating to other people. As long as someone is paying attention to him and his accomplishments he does great.

**Communicating:** Landon communicates very well with all the teachers. When someone says his name he will try to find out where it is coming from and smile. He also does a great job of letting his teacher know when he needs something.

**Moving and Doing:** Landon does not do much moving around. He just recently started sitting all by himself. He likes to sit and watch what others are doing. Landon also doesn’t seem to want to do much. If there are no toys around him that he can reach he will just sit there and watch the other babies, or the teacher in the room.

**Thinking:** Landon does a great job of watching others. He watches how the other babies play with toys, or how his teacher rocks other babies to sleep. He responds very well to his name.

**Overall impressions of child and child’s developmental needs and interests:** Landon likes putting toys in his mouth and grabbing objects. He likes to bounce in the jumperoo and play peek-a-boo. When someone is talking to him he looks as if he is listening intensely. Landon doesn’t make much noise and just learned to sit on his own. He really enjoys watching others, but loves having his own attention. My overall impression of Landon is that he is on track with his development but a little behind. He should be a little more independent and starting to roll over.

**Student name: \_Courtney Harder\_\_\_\_\_\_**

**Child Observation: Anecdotal Records & Summary Child #1**

**Scoring Standard**

* You must achieve a rating of at least a 2 on each criterion to demonstrate competence.
* Work receiving a 1 will be returned for revision and no points deducted upon resubmission.
* Work receiving a 0 will be returned and not evaluated further until revisions are made or completed and points will be deducted on a resubmission.

**Rating Scale**

3: Meets expectations for criterion competently and effectively.

2: Adequate; meets requirements, some revision may be recommended.

1: Unsatisfactory, major revisions needed.

0: Does not meet criterion.

**Scoring Guide**

|  |  |  |
| --- | --- | --- |
| Criteria | Student  Rating | Instructor  Rating |
| Anecdotal records are completed and submitted to instructor with no spelling or grammatical errors | 3 2 1 0 | 3 2 1 0 |
| One or more anecdotes are appropriately matched to each developmental domain | 3 2 1 0 | 3 2 1 0 |
| Anecdotes are objective and complete | 3 2 1 0 | 3 2 1 0 |
| Summary of development is included and complete | 3 2 1 0 | 3 2 1 0 |
| Summary contains appropriate description of development and insight into child’s needs and interests | 3 2 1 0 | 3 2 1 0 |
| Self assessment is completed and included with the assignment | Yes 2 1  No 0 | Yes 2 1  No 0 |
| Assignment is submitted on time  *More points may be deducted for very late work* | Yes 1 No 0 | Yes 1 No 0 |
| Total points \_\_\_\_\_\_\_/18 | 18 |  |

Anecdotal Records & Summary of Development Child #2

Observe the child at a variety of times over a span of days and weeks. Observe for brief periods of time (5-10 minutes), to capture specific skills and interests of the child. (e.g. While dressing to go outside, Charlie refused help from the teacher in putting on his jacket. He intently worked at laying out the jacket on the floor in front of him, slipped both arms into the sleeves and flipped it over his head. He smiled broadly and said, “I did it!”) Gather 10-20 short observations, enough to place at least one anecdote (preferably 2-3) into each of the following developmental domains.

After gathering and organizing the anecdotes, analyze the child’s development as a whole. Complete the Summary of Development sheet for the child, synthesizing what you’ve learned about the child from your observations.

Child’s code name \_\_\_\_Ashley\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(make up a first name for the child, do not use the child’s real name to protect confidentiality)

Child’s age in years and months (at the beginning)\_\_\_\_\_4 months\_\_\_\_\_\_\_\_\_\_\_

**Gross Motor Development**

* When Ashley is playing on the floor she is kicking her feet back and forth in excitement.
* While Ashley is sitting in a boppy she falls over and tries to sit back up by picking her head up.

**Fine Motor Development**

* While Ashley is lying on the floor she puts her feet up in the air, and then back down. When she puts her feet in the air, she tries to grab them with her hands.
* Ashley’s teacher puts toy keys in her hand that she can shake back and forth. She holds it very tight and moves them all around.

**Cognitive Development**

* As Ashley’s teacher is trying to rock her to sleep her mother comes in to pick her up and asks, “Oh, is she sleeping?” as soon as Ashley heard her mom’s voice she tried to look around to see where she was.
* When Ashley’s teacher was making a bottle, she was walking back and forth in the classroom, Ashley’s eyes were following her every step she took until she sat down.

**Language Development**

* Ashley’s teacher started to make her a bottle, and as soon as Ashley saw it, she began crying.
* When Ashley was getting her diaper changed she was screaming because her teacher was wiping her bottom after a bowel movement.
* When Ashley was reaching for her feet as she as playing on the ground, she would coo every time she was able to grab them.

**Social Development**

* As soon as Ashley’s teacher starts talking to her she gets a huge smile on her face.
* Ashley lets her teacher know when she is getting hungry for she starts to cry to make it known what she wants.

**Emotional Development**

* When Ashley’s teacher starts playing peek-a-boo she giggles every time her teacher pops up from under the blanket.
* Ashley was watching her teacher play with a new toy which was a Jack in the box, the first time Jack came out of his box she was startled and the second time he came out she started smiling.

**Summary of Development Child #2**

Comment on what you’ve learned about this child in the following domains:

**Self:** Ashley is very happy. When she was hungry she let her teacher know, but otherwise she enjoyed playing on her own.

**Feelings:** Ashley loved when she was being played with. She is a very happy baby. She also amused herself by trying to catch her own toes.

**Relating to others:** Ashley has appeared not to have any sort of stranger anxiety but knows her mother’s voice when present. She enjoyed playing with her teacher, but also enjoyed playing all by herself.

**Communicating:** When Ashley needed something she communicated by crying. She also communicated by turning her head to a familiar voice.

**Moving and Doing:** Ashley really enjoyed moving her feet up and down to play with them. She also enjoyed swinging the keys around to make the rattling noise.

**Thinking:** Ashley paid very close attention to her teacher when she was making a bottle. She followed her with her eyes all around the classroom. She laughs and smiles when she enjoys what is happening around her.

**Overall impressions of child and child’s developmental needs and interests:** My overall impression of Ashley’s development fits the development of a four month old baby. She is very happy and enjoying things that make her laugh and smile. She loves moving toys to make noise, and she enjoys watching her feet go up and down. Ashley responds to other people’s expressions of emotion when she is being talked too. She is very observant and very happy.

**Student name: \_\_\_\_Courtney Harder\_\_\_**

**Child Observation: Anecdotal Records & Summary Child #2**

**Scoring Standard**

* You must achieve a rating of at least a 2 on each criterion to demonstrate competence.
* Work receiving a 1 will be returned for revision and no points deducted upon resubmission.
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**Rating Scale**

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**Scoring Guide**

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| Assignment is submitted on time  *More points may be deducted for very late work* | Yes 1 No 0 | Yes 1 No 0 |
| Total points \_\_\_\_\_\_\_/18 | 18 |  |